



“International Situation of E-learning”

Madhuri Ludbe

JSPM College of Education

Abstract

E-learning is an inclusive term that describes educational technology which can electronically or technologically supports learning and teaching. Bernard Luskin, a pioneer of e-learning, advocates that the "e" should be interpreted to mean "exciting, energetic, enthusiastic, emotional, extended, excellent, and educational" in addition to "electronic." Parks suggested that the "e" should refer to "everything, everyone, engaging, easy".

E-Learning is increasingly being suggested as an alternative to enhance traditional educational approaches. It is the most recent evolution of distance learning – a learning situation where instructors and learners are separated by distance, time or both. It uses network technologies to create, foster, deliver, and facilitate learning, anytime and anywhere. It can match the needs of non-traditional students; increase the educational facilities available to students.

The emergence of E-learning is one of the most powerful tools available to the growing need for education. Online education is rapidly increasing and becoming as a viable alternative for traditional classrooms. According to a 2008 study conducted by the U.S Department of Education, back in 2006-2007 academic years, about 66% of postsecondary public and private schools began participating in student financial aid programs offered some distance learning courses. Recent studies show that the effectiveness of online instruction is considered equal to that of face-to-face classroom instructions but not as effective as the combination of face-to-face and online methods.

E-Learning is being adopted in developed countries to reach both traditional and non-traditional students. It is still unknown and unused as an educational approach in developing

countries because it needs specialized skills and knowledge to develop and implement online courses that are not generally found in educational institutions in most developing countries.

Background:

E-learning is an inclusive term that describes educational technology which can electronically or technologically supports learning and teaching. Bernard Luskin, a pioneer of e-learning, advocates that the "E" should be interpreted as "exciting, energetic, enthusiastic, emotional, extended, excellent, and educational" in addition to "electronic." Parks suggested that the "E" should refer to "everything, everyone, engaging, easy".

E-learning refers to the use of electronic media and information and communication technologies in education. E-learning is broadly inclusive of all forms of educational technology in learning and teaching. It is inclusive of, and is broadly synonymous with multimedia learning, technology-enhanced learning, computer-based instruction, computer-based training, computer-assisted instruction or computer-aided instruction, internet-based training, web-based training, online education, virtual education, virtual learning environments. E-learning includes various types of media that deliver text, audio, images, animation, and streaming video. E-learning can occur in or out of the classroom. It can be self-paced, asynchronous learning or may be instructor-led, synchronous learning. It is useful in distance learning but it can also be used in face-to-face teaching.

In 1960, the University of Illinois initiated a classroom system based in linked computer terminals where students could access informational resources on a particular course while listening to the lectures that were recorded via some form of remotely-linked device like television or audio device. In the early 1960s, Stanford University psychology professors Patrick Suppes and Richard C. Atkinson experimented with using computers to teach mathematics and reading to young children in elementary schools in East Palo Alto, California. Stanford's Education

Program for Gifted Youth is descended from those early experiments. In 1963, Bernard Luskin installed the first computer in a community college for instruction, working with Stanford and others, developed computer assisted instruction. Educational institutions started taking advantage of the new medium by offering distance learning courses using computer networking for information. Computer-based learning made up many courses. Murray

Turoff and Starr Roxanne Hiltz developed E-learning courses in the 1970s and 80s at the New Jersey Institute of Technology, and the ones developed at the University of Guelph in Canada. In 1976, Bernard Luskin launched Coastline Community College as a "college without walls" using television station as a vehicle by the mid-1980s.

The Open University in Britain and the University of British Columbia has done a revolution of using the Internet to deliver learning, making use of web-based training and online distance learning and online discussion between students. Harasim (1995) has also put emphasis on the use of learning networks. In 1994, CAL Campus presented its first online curriculum as Internet becoming more accessible through major telecommunications networks. There are currently wide varieties of online education that are reachable for colleges, universities students. The National Center for Education Statistics estimate the number of students enrolled in online distance learning programs increased by 65 percent from 2002 to 2005. This form of high learning gives flexibility for making the communication easy between teacher and student. It helped teachers to receive quick lecture feedbacks from their students. The idea of Virtual Education soon became popular and many institutions began following the new norm in the education history.

E-Learning is increasingly being suggested as an alternative to enhance traditional educational strategies. It is the most recent evolution of distance learning – a learning situation where instructors and learners are separated by distance, time or both. It uses network technologies to create, foster, deliver, and facilitate learning, anytime and anywhere. It can fulfil the needs of non-traditional students; increase the educational facilities available to students.

E-Learning is being adopted in developed countries to reach both traditional and non-traditional students. It is still unknown and unused as an educational approach in developing countries because it needs specialized skills and knowledge to develop and implement online courses that are not generally found in educational institutions in most developing countries. Internet connections and phone lines are unreliable. In many developing countries, students are most familiar with a didactic approach and do not understand the instructor as a 'facilitator' rather than as a 'teacher' in the traditional way. All of these impeding factors found in Cambodia, one of the least developed countries in the world and now engaged in a critical effort to develop its human resources.

Thailand has hundreds of international programmes, especially in the country's top performing universities, attracting thousands of students from different parts of the world, particularly from the Asian region to come and study in the Kingdom. Distance education or E-learning can be an opportunity for Thailand to open up a new Asian educational market in which students can spend life at home while pursuing study at Thai universities rather than travelling here. The first E-learning international programme was taught seven years ago in Thailand by AU. Apart from self-learning like mobile phones and tablets, students can also learn from their peers and lecturers via live videos through discussions. The lecturers themselves were active and available via several online channels. Students of these institutions were satisfied with the way they learned in online programmes.

Problems in Implementation of E-Learning:

Developing countries face a number of challenges in their efforts to compete successfully in the new global economy. Perhaps the most critical resource needed to achieve these goals is trained human capital. E-Learning has been suggested as an alternative approach that can overcome many of the challenges involved in reaching underserved students. But most educational institutions in developing countries are unfamiliar with E-Learning; they have low levels of computer availability, access, familiarity and Internet penetration which lead to skepticism about the feasibility of this approach.

Many developing countries have very low numbers of PCs in schools, and low connectivity. However, many people are using mobile phones. In Thailand for instance, many people have mobile phones with quite advanced features. They are using mobile phones for teacher support and networking - e.g. sharing lesson plans, tips and advice.

According to Educators in developing countries, there is little content available in their languages. However, there are huge amounts of language-free content online in the form of pictures, maps, small sound files and other non-textual forms. But teachers and students cannot find such content due to the lack of index and search tools available in their own languages.

Teachers in developing countries think that they can only use ICT if they have one or two pupils per computer in the computer lab. There are many strategies for using ICT without having a good level of infrastructure.

Advantages:

- E-learning Improves open access to education, including access to full degree programs
- It is a better option for non-full-time students, particularly in continuing education
- It improves interactions between students and teachers
- It provides tools to enable students to solve their problems independently
- It helps the students to acquaint with technological skills through practice with tools and computers
- Latest information can be received within few minutes
- Total personal learning is possible.

Disadvantages:

- Ease of cheating
- Teachers have lack of knowledge and experience to manage virtual teacher-student interaction
- Lack of social interaction between teacher and students
- Lack of direct and immediate feedback from teachers
- Danger of procrastination
- Students need to have knowledge of computers.

E-learning is one of the most powerful tools available to the growing need for education. Online education is rapidly increasing and becoming as a viable alternative for traditional classrooms. According to study conducted by the U.S Department of Education in 2008, in academic years 2006-2007, about 66% of postsecondary public and private schools began participating in student financial aid programs offered some distance learning courses. Recent studies show that the effectiveness of online instruction is considered equal to that of face-to-face classroom instructions but not as effective as the combination of face-to-face and online methods.

E-learning is the most convenient way to pursue a degree in higher education. A lot of these students are attracted to a flexible, self-paced method of education to attain their degree. However, many teachers have a harder time keeping their students engaged in an E-learning

class. A disengaged student is usually an unmotivated student, and an engaged student is a motivated student. One reason why students are more likely to be disengaged is that the lack of face-to-face contact makes it difficult for teachers to read their students' nonverbal cues, including confusion, boredom or frustration. Most training is planned still with an "ideal" situation in mind rather than a realistic view. There is a need of analysis for planning of training.

References:

Chavan Kishor. (2012)“Information and Communication Technology” Insight Publication, Nasik.

Saxena Jyotsna, Saxena, Manoj Kumar, Gihar Sandhya. (2010) “ ICT in Professional Education.” A.P.H. Publishing Corporation, New Delhi.

www.irrodl.org

www.asianewsnet.net/news

monitor.icef.com

global.blogspot.com

